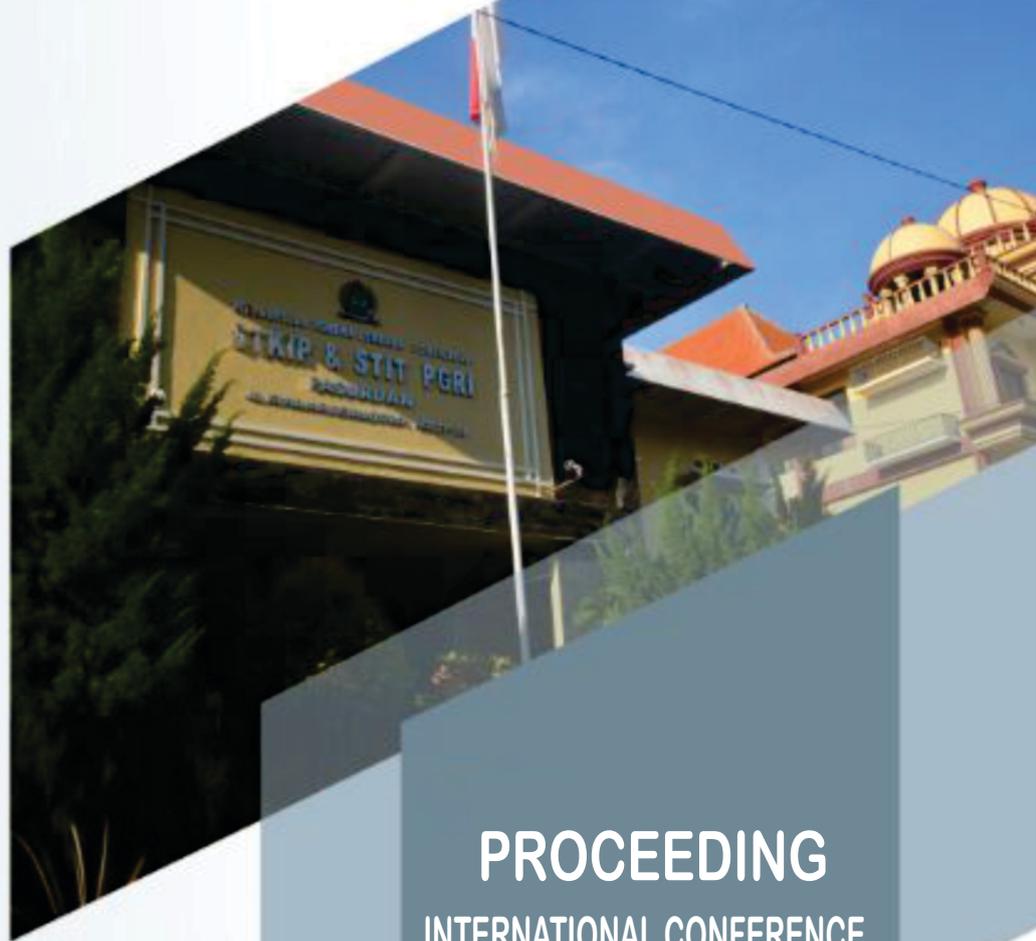


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# BUILDING NATIONAL CHARACTERS THROUGH EDUCATION FOR NOBLE CIVILIZATION

**PROCEEDING**  
INTERNATIONAL CONFERENCE  
ON LANGUAGE AND EDUCATION  
(ICLE)

**6 - 7 September 2017**  
**STKIP PGRI PASURUAN**  
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#### **Plennary Speakers**

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**Prof. Dr. Kyoko Funada.**

**Kanda University of International Studies, Japan**

**Nhelbourne K. Mohammad, M.Ed**

**State University of Cottabato, Philippines**

**Vido Cappelletto, MBA, GradDipMgmt, MEdStud, BTeach, AssDipIndElec.**

**TAFESA South Australia**

**Prof. Dr. Maryaeni, M.Pd**

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**INTEGRATING LOCAL-BASED TOURISM CONTENTS FOR ESP  
INSTRUCTIONAL MATERIALS DEVELOPMENT:  
A NEEDS ANALYSIS IN ENGLISH FOR TOURISM COURSE**

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**Abstract:** English for Specific Purposes (ESP) for Local Tourism was not previously developed at English Department STKIP PGRI Bangkalan. One of the compulsory courses for the English department students is English for Tourism with the aim to provide exposure of tourism English context. The current curriculum still applying textbook teaching has led to unavoidable problem of communicative competence for the students. This study aims to uncover the real world English context in local-based tourism using several types of needs analysis from several scholars comprising Present Situation Analysis (PSA)- (Robinson, 1991), Target Situation Analysis (TSA) - (Robinson, 1991), and Learning Needs - (Hutchinson & Waters, 1987). This study was conducted toward 91 students as soon as they have undertaken the course of English for Tourism for their future employment in tourism. The result of this analysis becomes a recommendation for the course developer in developing the suitable instructional materials with the principles of Contextual Teaching and Learning (CTL) and local area tourism potentials.

**Keywords:** *Needs analysis, Materials development, ESP, local-based tourism*

## **INTRODUCTION**

Since the term of tourism becomes crucial due to its significance role in developing one's area and enhance people inside. Tourism nowadays is assumed as important thing to be developed especially in Madura. Some strategies and approaches are needed to be accomplished to make it real. Since English for Tourism is becoming one of the lessons in STKIP PGRI Bangkalan developing English for tourism materials to be used by every student not only in local regency but for all university students can be one thing that must be developed. Developing English for tourism materials contribute much to promoting potentials tourism local area and as a suitable instructional materials with the principles of contextual teaching and learning.

There are several ways done in meeting the needs to develop English for tourism materials. One of them is doing need analysis that is considered as a prerequisite in any course design (Richterich and Chancerel, 1987 in Li, 2014). As the first step in designing curriculum, need analysis must be done systematically to find the needs as parameters of a course of study. Therefore, for the models of needs analysis the writer conducted three models, they are Present Situation Analysis (PSA)-(Robinson, 1997), Target Situation Analysis (TSA), and Learning Needs (Hutchinson & Waters, 1987).

## **REVIEW OF RELATED LITERATURE**

The issue of English for Specific Purposes (ESP) has been developed since 1960s and key point of the instruction is supposed to be based on learner needs. As many people mislead, ESP is not the ease of 'special varieties' of English (Hutchinson & Waters, 1987) that discusses special terms in different field of study, it is how particular English is used in specific context based on what the learners needs in the future employment. In other words, we can say that all language is for specific purpose and they are learned in several contexts or even another context (Basturkmen, 2008). Learners' needs must be uncovered to achieve the context of language that is eventually matched with the course instruction.

It frequently happens that there is a mismatch between the currently used instructional materials and the future content of English that students need to possess. The contents that 'sounds' unauthentic leads to the misleading goals of learning as it is planned in the course objectives. To troubleshoot the problems of the ESP instructional materials design, Harmer (2007:369) argues that ESP instructional materials type must be integrated or called as multi-ESP instructional materials ESP textbook materials. Communicative compete is derived from the combination of more than one type of ESP textbook materials. Students are supposed to be conditioned in the language at work or social interaction. In the relation with the ESP instructional materials design in the university level, there must be a match between the students' lessons or materials in the language learning and the use of language at work they will obtain later. It seems that very inappropriate when the English learned in the classroom does not match their need at work. English must be applicable for them in order to use it very effectively in the context of real life communication.

## **METHOD**

The methodology used should be going along with the models of need analysis. Hence, the Needs Analysis (NA) research was conducted using both open and closed questionnaires

distributed to 90 learners in English Department STKIP PGRI Bangkalan and structured interview by involving one lecturer of English for Tourism course and officials from Department of Tourism from four districts in Madura Island. The types of closed questions used in the questionnaires are on list, ranking, and scale. There are three basic enquiries of learners in the questionnaires namely present situation enquiries, target situation enquiries, and learning needs. The interview, on the other hand, focuses on direct investigation of what contents are supposed to be imbedded in the future ESP instructional materials, especially in the area of cultural contents, pedagogic strategies, and related future employment skills. The different ways of methods are compared, then its findings are reported that is finally triangulated as NA research proposed by Jasso(2005).

## **FINDINGS AND DISCUSSIONS**

### **Present Situation Analysis (PSA)-(Robinson, 1991)**

This kind of analysis was investigated through the result of questionnaires that were given to 90 students who had English for tourism course previously. It is important to know the present situation to get some information about their level proficiency in English, their purposes of advance English communication, their current level of productive skill writing and speaking, their strengths in writing and speaking, and their weaknesses in writing. Knowing their level proficiency in English is about mostly “good” means that their English is quite adequate and tend to be on the position of understanding English better. It is also proven by the enthusiasm of them when they learn English with their lecturers and peers. It is in line also with their purposes of advance English communication is for studying rather than to conduct research, travel or even to have a job.

Studying English is regarding to the skills they have. Here, the present situations of their productive skill writing and speaking tend to be also “good”. The strength of their writing is located on their free hand writing. They are eager to write freely with single or several motions made by the lecturers. Sometimes they ignore the grammar and haphazard. Meanwhile, another productive skill that becomes their strength in speaking is they can speak in context. Means, they can speak on the right track based on the motion given. On the other hand, the weaknesses of their productive skill must be something highlighted where both when they write and speak, they cannot use the correct grammar.

### **Target Situation Analysis (TSA)**

The condition where mostly of them having background in English, becoming positive situation to support their English proficiency. This analysis targeted the information about the

necessity to learn EFT, local-based materials, and the benefits of learning business communication in the context of tourism. Regarding to results of questionnaire, most of them agreed that EFT is needed to be learnt. Means, EFT is one of the necessities to help them in having another skill and overviews of tourism world. The purpose of learning it is devoted to local tourism to be known internationally and Madura is promoted allowed. These situations clearly exist and local-based tourism should be taken into account.

Those results are also supported by the responses from the interview with the lecturers. Students need to be given specific English to promote tourism. They are not only can be teachers but also work in tourism. Hence, the competencies should go along with the needs. Theories must be given with the exercises so the students. The cooperation with hotels and stakeholders in tourism are also important to help and ease students to meet their needs in tourism. Unfortunately, there is no book which covers their needs. Lecturers need to develop their own materials, doing needs analysis to make it true.

#### **Learning Needs – (Hutchinson & Waters, 1987)**

Learning needs are obtained from the results of questionnaire, interview with lecturer and other stakeholders. Needs are regarding to the things that must be fulfilled. The lack key job skill is including the lack of job application and resumes writing. The materials later on should contain those things. In addition, textbooks, instruction/equipment manuals, CDs, DVDs, videotapes and others are also important. Not only the materials, the classroom should be facilitated with internet and multimedia and also sound system. Remembering the right time to give the course, the fourth semester and in the early morning are the best times chosen to have ESP for tourism. The sooner they get the courses the better they have more time to develop and prepare themselves to work in tourism. The fact, STKIP PGRI Bangkalan tends to have no facilities to be used to support the learning, so the classroom resources should be sufficient enough to ease them to meet their needs and purposes. When they have to make video for their project based learning, or they have to play roles and doing simulation like in the hotels, they will not have any difficulties because they have adequate classroom resources inside. This chart below can represent the students demands of materials should include to the course.

Another thing that is also quite important is the cooperation with Hotels so they can have information how to work in hotels. The most crucial is that what they have to get is based on the reality. Local-based tourism is becoming one thing should be developed. Students tend to work and make their regency bigger, promote the natures, cultures, food and others than to work outside. Finally, those findings merely the needs that should be fulfilled and should not

be taken it for granted. The needs are what they expect to be real and help them to work in tourism. The whole overview of the need analysis aspects can be seen through these tables.

Table 1. Needs Analysis Aspects

<b>Aspects</b>	<b>Subjective (perceived learners)</b>	<b>by (perceived course designer)</b>	<b>by (perceived by potential employers)</b>
<b>Lacks</b>	Structures (grammar), Vocabulary, fluent speaking skill	Current instructional materials are not fully based on learner needs	
<b>Wants</b>	Communicative English used in tourism industry, related key job skills	Innovative, learner- centred learning strategy	
<b>Necessities</b>	More fluent English skills, TOEIC instead of TOEFL, Partnerships with tourism agent and department.	Updated materials resource with internet support, various cultural contents about Tourism in Madura	Partnership with employers network potential

### **Lacks**

Through the Present Situation Analysis, it turns out that students realize that they have insufficient knowledge regarding to grammatical structures and producing language in context. Hutchinson & Waters(1987) considers 'lacks' as the type of needs where the ESP course developer need to examine what the learners have already known, so that the ESP practitioners can adopt which necessities the learners lack. It seems that structure becomes problematic for students to produce language accurately. The undertaken courses about structures appear not to give good understanding for them in producing language. To tackle this problem, course developer are required to implement then so called TBLT (Task-based Language Teaching) in which accuracy is the same important as fluency in the instructional materials and process. The grammatical contents also need to be included to the instructional materials so that learners can use communicative grammar in the proper situation context.

## Wants

‘Wants’ refer to what the learners want to learn (Hutchinson & Waters, 1987) reflecting learners’ preferences in learning. The learners’ motivation in learning practical skills in tourism seems to be good. They imply that using advanced level of English in specific context in future employment as well as for study. In addition to that, preference of classroom type must be accommodated by the ESP practitioner, i.e. by making use of internet in their learning process due to the inevitable impact of technology in education nowadays. ‘The affordances and benefits that technology provides for ESP instruction has encouraged ESP practitioners and educational directors to integrate computer-assisted language learning (CALL) aspects in their ESP curricula’ (Dashtestani & Stojković, 2015, p. 436). The trend of technology in ESP will affect the ways how materials sources developed by the course developer and learners’ style in learning. The products of such advances can be tablet PC and PDA, iPods, smart phones, (Dashtestani & Stojković, 2015), and podcasting in a virtual English (Asoodar, Marandi, Vaezi, & Desmet, 2014).

## Necessities

The students think that local-based tourism contents must be integrated in instructional materials with the aim to raise the popularity of local tourism in Madura that is more increasingly popular. Three domains of tourism contents must be included based on the result of interview from subject specialists: marine, culture, and arts.

Table 2. Authentic sources for future materials development

Tourism sector	Regions	Authentic Sources
Marine	Lombang Beach, Gili Yang, GiliLabak, GiliGenting, Sumenep Annual Sail (Sumenep regency)	<ul style="list-style-type: none"> <li>• Tourism Brochures from four Departments of local Tourism (Bangkalan, Sampang, Pamekasan, and Sumenep)</li> </ul>
Culture	KarapanSapi competition, traditional dances (MuangSangkal), KeratonSumenep, folklore; the history of Java and Madura, the tale of Geger hill, white tiger from Blega, etc.	<ul style="list-style-type: none"> <li>• <a href="http://www.lontarmadura.com">http://www.lontarmadura.com</a></li> <li>• <a href="https://www.tripadvisor.com/Attractions-g1574414-Activities-Madura_Island_East_Java_Java.html">https://www.tripadvisor.com/Attractions-g1574414-Activities-Madura_Island_East_Java_Java.html</a></li> <li>• Irmawati, R. 2004. <i>KesenianTradisional Madura</i>. Surabaya: Penerbit SIC.</li> </ul>

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Arts Madurese Batik, Keris (heirloom  
of Indonesia)

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## CONCLUSION

Optimization of course contents in ESP for Tourism in Madura should be offered since the island has gained its prominence in both national and international tourism sector. The needs analysis reveals that Madura is now identical with three aspects of tourism: marine, culture, and arts. Those three aspects of tourism must be integrated in the English for Tourism course with the aim that the learners are equipped with such knowledge and practical skills in their local tourism industry. The practical skills may refer to tourism skill in both oral and written communication in the scope of promotion and service such as being a tour guide, designing tourism brochures, presentation, etc.

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# CERTIFICATE

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